

## Stage 2 - Determine Acceptable Evidence.

Molly Olsen - *Playwriting*

### Performance Task (Summary in G.R.A.S.P.S. form): (T)

**Goal:** Write a theatrical script based on a scene from a fairy tale that features a lead character who is different from who you are personally.

**Role:** Playwright.

**Audience:** A wealthy director who wants to produce a student play to prove that the arts are necessary in schools.

**Situation:** A wealthy theatrical director has decided that he wants to produce a young playwrights work to present in front of President Obama as a reason to why the arts should be kept in schools. Many argue that theater has no place in schools, but the director believes that theater has many qualities which not only make better students, but better people. He asks students to create a scene based on a classic fairy tale, map it out, and then write it in a theatrical script format free of spelling and grammatical errors. The main character of the story must be very different from the student themselves so that they learn to understand and empathize with people different from themselves. They will film and edit a video version of the script (the wealthy director is very busy and has no time to see you in person unless what you have is GOOD!) and also submit the written play.

**Product/Presentation:** A typed script and an iMovie of the script's play.

### Standards (Criteria from both rubrics - product and presentation):

Written script: Characters - 25%, Elements of Original Fairy Tale - 10%, Spelling and punctuation - 10%, Correct playwriting format - 25%, Use of timeline - 10%, Clear settings - 10%.

iMovie: Speaks clearly - 15%, Preparedness - 15%, Pacing - 15%, Content of Script - 30%, Listens and Evaluates

Other's Presentations - 10%, Editing - 15%.

### Other Evidence (quizzes, test, prompts, observations, dialogues, work sample, etc.):

#### Other Evidence (OE)

- **Tiki-Toki:** Create a tiki-toki to explain well-structured sequences within your story.
- **Garageband:** Interpret which parts of a story are most important by using Garageband to write songs that could be playing during the four most important moments of the show.
- **Google Doc:** Practice performing different examples of narratives by using Google Docs to write a story through multiple narratives.
- **Comic Life:** See from the points of view of people who have lived through imagined events of experiences by using "Comic Life" to write the first three scenes in

comic form.

- **Blog:** Learn to empathize with others lives in comparison their you own by writing a blog entry as if it were a diary belonging to the lead character.
- **Youtube Video:** Reflect on descriptive details by posting a video on youtube for other students to watch, where you explain the story starting from the largest aspects of it, and then explaining the smaller details. Use some editing to convey a largeness when you talk about the larger aspects, and oppositely for the smaller details.

## Student Self-Assessment and Reflection

### Self-Assessment (SA)

- **Pre-Assessment:** The students will be asked to turn "The Three Little Pigs" into a play with theatrical formatting, to the best of their abilities and knowledge, in a group of four.
- **Checking for Understandings:** Entrance/Exit ticket, Example/Non-Example, Flag It, Quick Writes, Timed Pair Share, and 4321 Scoring Scale.
- **Timely Feedback:** I will use self assessment, peer review, as well as teacher feedback. To do this, I will use checklists and rubrics.

## Assessment Task Blue Print

*What understandings/goals will be assessed through this task? (G)*

### Understanding

### Goal (MLR)

- Students should understand that writing

narratives to develop real or imagined events or experiences through playwriting will help them learn to empathize with, and better understand others.

- Students will understand why narratives are important.

- Students should understand that play-

writing will allow them to write in a way which includes relevant, descriptive details, which will cause students to evaluate more thoroughly what is truly important to a story or character.

- Students will understand why it is good for a person

to imagine experiences or events.

- Students will understand that writing well-

structured event sequences will familiarize them

with the idea of working from the big picture toward format in comparison to other writing formats. more detailed descriptions.

- Students will understand how a story changes in script

What criteria are implied in the standard(s) understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

**Big Ideas**

- Empathy

**Big Ideas**

- Story-development

*Through what authentic performance task will students demonstrate understandings?*

**Task Description: (T)**

- A wealthy theatrical director has decided that he wants to produce a young playwrights work to present in

front of President Obama as a reason to why the arts should be kept in schools. Many argue that theater has no place

in schools, but the director believes that theater has many qualities which not only make better students, but better

people. He asks students to create a scene based on a classic fairy tale, map it out, and then write it in a theatrical

script format free of spelling and grammatical errors. The main character of the story must be very different from the

student themselves so that they learn to understand and empathize with people different from themselves. They will

film and edit a video version of the script (the wealthy director is very busy and has no time to see you in person unless

what you have is GOOD!) and also submit the written play.

*What student products/performances will provide evidence of desired understandings?*

**Type II Product**

- iMovie

**Type of Presentation**

- A video of the written script made with simple edits.

*By what criteria will student products/performances be evaluated?*

**Product Criteria**

- Proper grammar and spelling. - 10%
- Creativity. - 10%

**Presentation Criteria**

- Speaks clearly. - 25%
- Preparedness. - 10%

- Correct play formatting. - 10%
- Well thought out plot. - 25%
- Well-developed lead character. - 25%
- Clear scenes and scenery explanation. - 10%
- Pacing. - 10%
- Content of Script. - 25%
- Listens to Other's Presentations. - 10%
- Editing. - 10%

**2004 ASCD and Grant Wiggins and Jay McTighe**